



Rounding up the Rhymes | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained upper elementary classroom, the teacher selects a familiar text that the class has already read for meaning. The class then reads the text to identify pairs of rhyming words within the story. The teacher marked pages of the book that had rhyming words prior to reading and reminds students to pay careful attention to the pages she has marked. As the teacher reads, the students identify the rhyming pairs and the teacher writes them on the board. After finishing the book, the teacher guides the students in identifying the rhyming pairs that have the same spelling pattern. Together they cross out pairs that sound the same but do not look the same. The students are then given new words that share a spelling pattern with one of the rhyming pairs. They must first identify the rhyming pair that matches the new word and then use the rhyming pair to help them read the new word. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Reading Foundations

What others areas of ELA instruction that are also addressed in this video?

Reading Literature

Does the video include a student who uses AAC?

No

Does the video include any examples of an adult modeling the use of AAC?

No

Iowa Comprehensive Literacy Modules



Which best describes the context for the instruction?

Inclusive Setting

The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

None

What are the primary Essential Elements that are linked to the video?

EE.RF.1.2.a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words **What additional Essential Elements can be linked to the video?**

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EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.

What other grade level Essential Elements can this teaching strategy be used?

- EE.RL.K.10 With guidance and support, actively engage in shared reading.
- EE.RF.K.2.a Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). With guidance and support, recognize rhyming words.
- EE.RL.2.10 Actively engage in shared reading of stories and poetry for clearly stated purposes.
- EE.L.2.2.d Demonstrate emerging understanding of conventions of standard English. Identify printed rhyming words with the same spelling pattern.
- EE.L.3.2.f Demonstrate understanding of conventions of standard English. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
- EE.L.4.2 Demonstrate understanding of conventions of standard English. Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

None

Iowa Comprehensive Literacy Modules



What other resources can be linked to the video to learn more about the instruction?

- Reading Rockets web site: http://www.readingrockets.org/strategies/sentence_combining
- Learn NC resources: <http://www.learnnc.org/lp/pages/3899>